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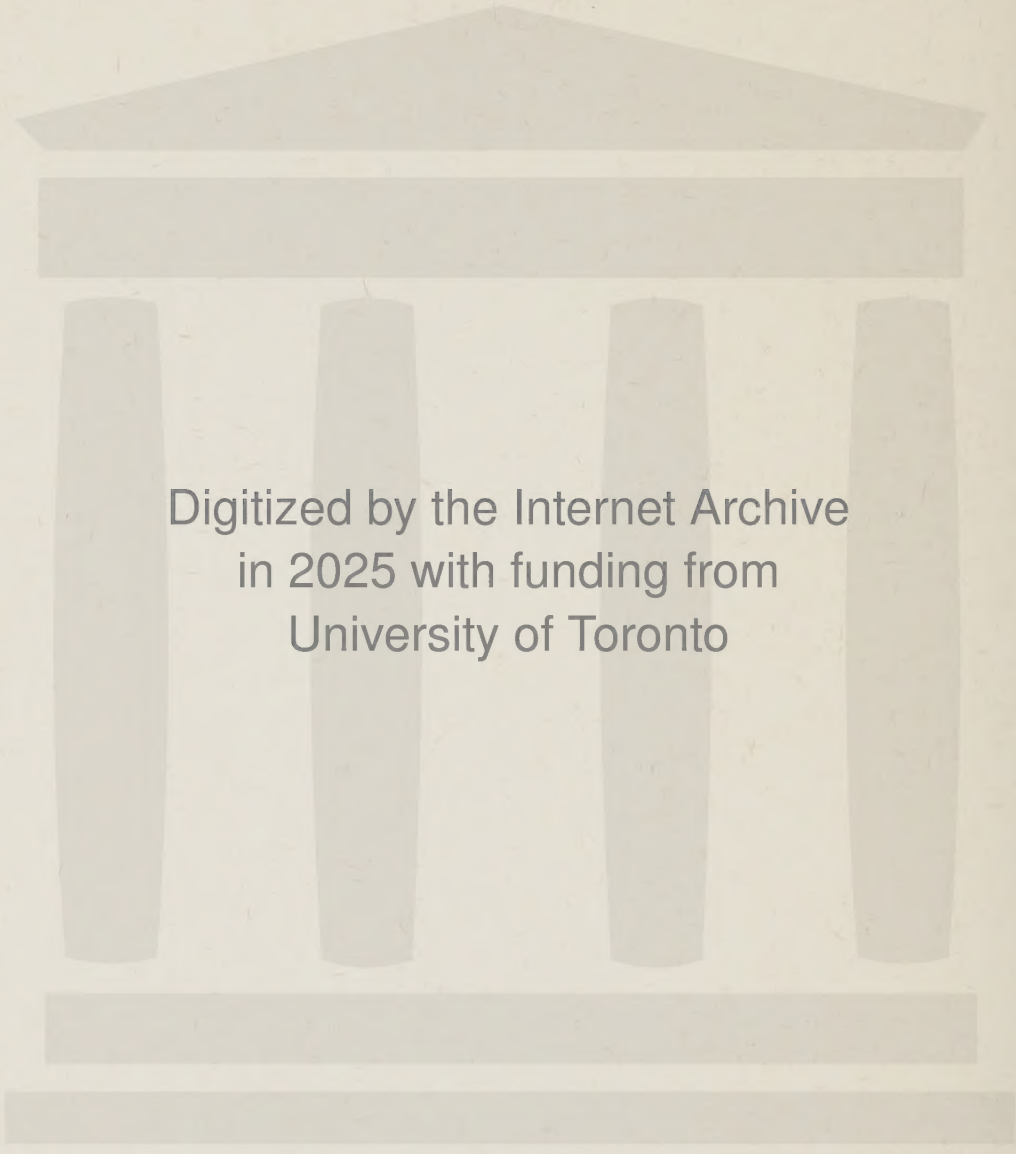
calendar of teachers' colleges

1971/72

Circulars 600, 601, 602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calendar of teachers' colleges

1971/72

Circulars 600,601,602

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Department of Education
Queen's Park, Toronto

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Terms

First term opens	September 14, 1971
First term closes	December 22, 1971
Christmas vacation	December 23, 1971 to January 2, 1972
Second term opens	January 3, 1972
Second term closes	March 17, 1972
Vacation	March 18, 1972 to March 26, 1972
Third term opens	March 27, 1972
Third term closes	May 31, 1972

College Year 1971-72

	September					October					
S		5	12	19	26		3	10	17	24	31
M		6	13	20	27		4	11	18	25	
T		7	14	21	28		5	12	19	26	
W	1	8	15	22	29		6	13	20	27	
T	2	9	16	23	30		7	14	21	28	
F	3	10	17	24		1	8	15	22	29	
S	4	11	18	25		2	9	16	23	30	

	November					December				
S		7	14	21	28		5	12	19	26	
M	1	8	15	22	29		6	13	20	27	
T	2	9	16	23	30		7	14	21	28	
W	3	10	17	24		1	8	15	22	29	
T	4	11	18	25		2	9	16	23	30	
F	5	12	19	26		3	10	17	24	31	
S	6	13	20	27		4	11	18	25		

	January						February				
S	2	9	16	23	30		6	13	20	27	
M	3	10	17	24	31		7	14	21	28	
T	4	11	18	25		1	8	15	22	29	
W	5	12	19	26		2	9	16	23		
T	6	13	20	27		3	10	17	24		
F	7	14	21	28		4	11	18	25		
S	1 8	15	22	29		5	12	19	26		

	March					April				
S		5	12	19	26		2	9	16	23	30
M		6	13	20	27		3	10	17	24	
T		7	14	21	28		4	11	18	25	
W	1	8	15	22	29		5	12	19	26	
T	2	9	16	23	30		6	13	20	27	
F	3	10	17	24	31		7	14	21	28	
S	4	11	18	25		1	8	15	22	29	

	May				
S		7	14	21	28
M	1	8	15	22	29
T	2	9	16	23	30
W	3	10	17	24	31
T	4	11	18	25	
F	5	12	19	26	
S	6	13	20	27	

History

On November 1, 1847, Dr. Egerton Ryerson, Chief Superintendent of Schools for Upper Canada, opened the first Normal School in this province for the training of teachers. During the ceremony he commented, "The word Normal signifies 'according to rule, or principle', and is employed to express the systematic teaching of the rudiments of learning . . . A Normal School . . . is a school in which the principles and practice of teaching according to rule are taught and exemplified."

With the passing of the years, as emphasis in teacher education moved from the study of "teaching according to rule" to the study of the children to be taught, the word Normal became less descriptive of the purpose of schools for the professional education of teachers. Because of this, the use of the name Normal School was discontinued in 1953, and the name Teachers' College was adopted in its place.

For the first four years of its existence, the Normal School in Toronto was accommodated in temporary quarters, but in 1852, it was moved to its own building on Church and Gould Streets where it continued to serve Ontario for almost ninety years.

In 1847, admission to the Normal School was restricted to men, but in the second session women also enrolled. The course was short — only five months in duration — but the graduates did such superior work in the schools that the policy of providing professional education for teachers became firmly established.

A second Normal School was opened in 1875 at Ottawa, and a third, in 1900, at London. At all three institutions the practice of holding two Normal School sessions each year gave way in 1903 to the policy of having one session lasting the full school year. Decision was reached in 1907 to establish Normal Schools at Hamilton, Peterborough, Stratford and North Bay. The first three of these opened in September, 1908, and the fourth in September, 1909.

In 1927, the University of Ottawa Normal School was established for the professional education of teachers for elementary school classrooms attended by French-speaking pupils. In these classes, both English and French are used as languages of instruction in various subjects of the courses of study. The Sudbury Teachers' College, which was instituted in 1963, offers a similar program.

The one-year Second Class Certificate Course, offered at the University of Ottawa and Sudbury Teachers' Colleges since their inception, was discontinued at Ottawa in 1966 and at Sudbury in 1967. In replacing this course, a two-year course leading to an Interim Elementary School Teacher's Certificate was established in 1966 at the University of Ottawa Teachers' College and in 1967 at the Sudbury Teachers' College. The first year of this course will not be offered after the 1970-71 college year.

A two-year course was introduced in the provincial Normal Schools in the school year 1927-28, but in 1934-35 the second year of the course was discontinued. From 1954 to 1962, a completing one-year course was offered for students who held the Secondary School Graduation Diploma of the General Course, who had attended two Pre-Teachers' College Summer Courses, and who had taught successfully in the public or separate schools of Ontario for two years on Temporary Certificates. A two-year course for students who held the Secondary School Graduation Diploma of the General Course was introduced in 1953. The first year of this course was discontinued in 1965, and the second year was discontinued in 1966. A one-year course is now offered to applicants holding the required number of university courses or acceptable standing obtained at a College of Applied Arts and Technology, the Ryerson Polytechnical Institute or the Ontario College of Art.

In 1914, a course for training kindergarten-primary teachers was established at the Toronto Teachers' College and was replaced, in 1939, by the Primary School Specialist Certificate Course. This course was extended in September 1966 to include the Hamilton and Ottawa Teachers' Colleges.

Since 1952, graduates of the two-year course in Home Economics at the Ryerson Polytechnical Institute have been offered a course in home economics at the Toronto Teachers' College. This course, taken during the same year as the regular one-year course, leads to a certificate in Intermediate Home Economics. In 1969, this program was extended to include graduates of the two-year course in Home Economics taken at Centennial College of Applied Arts and Technology.

In 1964, a special course leading to a certificate as

Teacher of French to English-speaking pupils in Elementary Schools was offered as an option at the Ottawa Teachers' College and was extended, in 1965, to include colleges at Toronto, New Toronto (Lakeshore), and Windsor, and in 1966, to include the Hamilton and London colleges. The course is now offered at six of the nine English-language colleges.

In September 1966, an optional course leading to an Elementary Vocal Music Certificate, Type B, was introduced at the Hamilton, Lakeshore, London, North Bay, Ottawa, Stratford, Toronto and Windsor Teachers' Colleges. It is now offered at all teachers' colleges where there are sufficient numbers of applicants.

The growth of the provincial school system following the Second World War required expansion of facilities for the education of teachers. New buildings for teachers' colleges have been provided in Toronto (1955), Hamilton (1957) and London (1958). Five additional colleges have been instituted—the Lakeshore Teachers' College in New Toronto (1959), the Lakehead Teachers' College (1960), the Windsor Teachers' College (1962), the Sudbury Teachers' College (1963), and the St. Catharines Teachers' College (1965).

When the education of teachers began in the province the course was largely academic in nature. After 1870, increasing emphasis was placed on methods of teaching. In recent years, child study has come to the fore in order that teachers may be better prepared to guide the all-round development of the individual child. To increase the student's opportunity for experience with children, provision is now made for extended periods of continuous practice teaching in elementary school classrooms.

The Report of the Minister's Committee on the Training of Elementary School Teachers, 1966, recommended the transfer of all teachers' colleges to university control, and this recommendation was supported by the Provincial Committee on Aims and Objectives in the Schools of Ontario, in the report "Living and Learning", published in 1968. Implementation of this important recommendation began in 1969 when the Lakehead Teachers' College became the Faculty of Education of Lakehead University and the University of Ottawa Teachers' College became a part of the University of Ottawa. In 1970, Windsor Teachers' College was integrated with the University of Windsor.

Part I Calendar of Teachers' Colleges

General Information

Location of Teachers' Colleges and Faculties of Education

Ontario is served by teachers' colleges in Hamilton, London, Lakeshore, North Bay, Ottawa, Peterborough, St. Catharines, Stratford and Toronto.

In addition, the Sudbury Teachers' College (see Part II, page 25) provides for the education of teachers of French-speaking pupils in elementary school classrooms where both English and French are used as languages of instruction in various subjects of the course of study.

Applicants are assigned to the teachers' college in their own district so that the enrolment may be distributed among the colleges.

The addresses are:

Hamilton Teachers' College,
1400 Main Street West, Hamilton 15

Lakeshore Teachers' College,
3199 Lakeshore Boulevard West, Toronto 14

London Teachers' College
1201 Western Road, London

North Bay Teachers' College,
168 First Avenue West,
Postal Address:
P.O. Box 270, North Bay

Ottawa Teachers' College,
195 Elgin Street, Ottawa

Peterborough Teachers' College,
100 Benson Avenue, Peterborough

St. Catharines Teachers' College,
DeCew Campus,
Brock University, St. Catharines

Stratford Teachers' College,
Water Street, Stratford

Sudbury Teachers' College,
Laurentian University,
Ramsey Lake Road, Sudbury

Toronto Teachers' College,
951 Carlaw Avenue, Toronto 6

Three faculties of education now offer teacher education programs for the preparation of elementary school

teachers. For information concerning courses, fees, etc., an applicant should write to the Dean of the faculty concerned.

The addresses are:

Faculty of Education,
Lakehead University,
Oliver Road, Thunder Bay

Teacher Education Section,
Faculty of Education,
University of Ottawa,
1245 Kilborn Avenue, Ottawa

Faculty of Education,
University of Windsor,
600 Third Concession Road, Windsor

Courses and Certificates

A one-year course leading to a certificate valid for teaching for five years in the elementary schools of Ontario is offered at each of the Hamilton, Lakeshore, London, North Bay, Ottawa, Peterborough, St. Catharines, Stratford and Toronto Teachers' Colleges. Applicants for admission to this course must hold the required number of university courses or acceptable standing obtained at a College of Applied Arts and Technology, Ryerson Polytechnical Institute or the Ontario College of Art.

Applicants for courses at the Sudbury Teachers' College should consult Part II of this Calendar which contains information pertaining to this College.

A Primary School Specialist Certificate Course, which prepares teachers for teaching in junior and senior kindergartens and in grades 1 and 2, is offered at the Hamilton, Ottawa and Toronto colleges. Applicants for this course should consult Part III of this Calendar.

In addition to the basic courses previously mentioned, specialized courses are offered at some teachers' colleges, provided sufficient numbers of candidates apply.

Graduates of the two-year course in Home Economics at the Ryerson Polytechnical Institute or Centennial College of Applied Arts and Technology, who qualify for admission to a teachers' college, may take an

Intermediate Home Economics Certificate Course, at the Toronto Teachers' College only, during the same year as the regular one-year course.

A course leading to a certificate as Teacher of French to English-speaking Pupils in Elementary Schools is offered at the Hamilton, Lakeshore, London, North Bay, Ottawa and Toronto Teachers' Colleges for applicants who meet the admission requirements.

A course leading to an Elementary Certificate in Vocal Music, Type B, is offered at colleges where the number of qualified applicants justifies its establishment.

For information concerning courses offered by the Faculty of Education, Lakehead University, or the Faculty of Education, University of Windsor, an applicant should write to the appropriate Dean at the address given on page 12.

Admission Requirements

Academic

In September, 1971, an applicant for admission to a program leading to elementary school teacher certification in Ontario at a teachers' college operated by the Department of Education will be required to submit evidence of successful completion of *one* of the following:

(a) one year beyond grade 13 in an academic degree program at an accredited university (a minimum of five full-credit university courses);

(b) grade 13 with standing in seven credits, plus successful completion of a two-year course at a College of Applied Arts and Technology or Ryerson Polytechnical Institute;

(c) the course leading to a diploma as Associate of the Ontario College of Art.

Note:

1 A grade 13 graduate with standing in seven credits who completes successfully the two-year course (Teachers' College option) in Home Economics at the Ryerson Polytechnical Institute or the Centennial College of Applied Arts and Technology may enrol in the Intermediate Home Economics option offered only

at the Toronto Teachers' College. A grade 12 graduate enrolled in the Home Economics course at one of the aforementioned institutions in 1969-70 may enrol in the Intermediate Home Economics option at the Toronto Teachers' College in 1971, provided that she has completed the two-year course in Home Economics with an average of at least 60 per cent in the subjects of the second year, but such applicants will not be admitted to a teachers' college in subsequent years.

2 A grade 12 graduate enrolled in a two or three-year course at a College of Applied Arts and Technology in 1969-70 will be admitted to a teachers' college in September, 1971, on completion of the second year of the course with an average of at least 60 per cent but such applicants will not be admitted to a teachers' college in subsequent years.

Tuberculin Test, X-ray, Medical Examination

Before final admission to a course, an applicant must establish proof that he is free from active tuberculosis. Arrangements for a tuberculin test, and an x-ray, if necessary, will be made at the teachers' college during the opening days of the course.

Where, during the course, the principal recommends to the Minister that a teacher-in-training be required to undergo a further medical examination, the Minister may order a medical examination for the teacher-in-training and appoint a duly qualified practitioner to conduct the examination.

Where the medical practitioner certifies that the teacher-in-training is medically unfit, the Minister shall direct the principal to notify the teacher-in-training of his exclusion.

Other Requirements

An applicant for admission to a teachers' college must submit evidence that he is a Canadian citizen or has the status of a landed immigrant.

An applicant who was born in Ontario is required to forward a certificate showing the place and date of his birth available from the Deputy Registrar-General of Births, Room M2-49, 2nd Floor, Macdonald Block, Queen's Park, Toronto. Applicants born outside Ontario must submit an original birth certificate or other evidence of birth acceptable to the Minister.

Application for Admission

An application form for admission to a teachers' college may be obtained from the principal of a teachers' college after April 1. (The names and addresses of the teachers' colleges are listed on page 11. The completed application form should be returned to the principal concerned, before July 15, with certificates of birth and academic standing.

An admission card will be sent to each applicant who meets satisfactorily the requirements outlined in the official application form. The card should be taken by the applicant to the teachers' college when he reports on opening day.

Board and Lodging

The principal of the teachers' college will provide a list of boarding houses on request.

Duties of Students

Students shall be regular and punctual in attendance. Students whose conduct, attendance or progress is unsatisfactory may, after a hearing, be suspended from the college by the principal. Where the principal suspends a student, he shall notify the Minister of Education who shall remove, confirm or modify the suspension, or dismiss the student from the course.

Expenses

No tuition fees are charged for courses offered at the teachers' colleges operated by the Department of Education. Students whose homes are not in a teachers' college centre will have the expense of room and board, and all students will be responsible for travelling and living expenses incurred during the weeks of

continuous practice teaching in classrooms located outside the teachers' college centre. The cost of text-books, notebooks and supplies is borne by the individual student. Fees are payable to defray the cost of extra-curricular activities.

For information concerning the expenses of students attending courses offered by the Faculty of Education, Lakehead University, or the Faculty of Education, University of Windsor, an applicant should write to the appropriate Dean at the address given on page 12.

Student Organizations

The social, athletic and cultural programs of the teachers' colleges outside class hours are largely under the direction of the students themselves through their extra-curricular organizations. In the interests of their own personal development, students are encouraged to take part in the various activities sponsored by these societies and groups.

Religious Instruction

Religious instruction for students in attendance will be provided by local clergymen of the different denominations.

Financial Aid

A student planning to attend a teachers' college may apply for financial assistance under the Province of Ontario Student Awards Program. Application forms may be obtained from the principal of the teachers' college in his district.

Programs of Study

One-year Course

The program of study at the Hamilton, Lakeshore, London, North Bay, Ottawa, Peterborough, St. Catharines, Stratford and Toronto Teachers' Colleges shall be:

Group 1 Foundations of Education: Philosophy in Education; Psychology in Education.

Group 2 Curriculum: Administration; Teaching Methods; Construction and Content.

Group 3 Library Services; Religious Education; Religious Instruction.

Group 4 Directed observation and practice teaching in elementary schools.

The program of study is designed to prepare students to teach in the primary and junior divisions and grades 7 and 8 of the intermediate division of the elementary schools. While detailed treatment of the work of the kindergarten and of grades 9 and 10 will not be required, attention will be directed to the place of the kindergarten in the educational system, and to the scope and objectives of the intermediate division as a curriculum unit.

Directed observation and practice teaching for each student will be arranged as far as practicable to include experience in the various divisions of the elementary school. Observation and practice teaching in grades 9 and 10 will not be required.

Students who show a marked deficiency in scholarship or skills, or whose practice teaching may be affected by adverse personality factors, may be organized into groups under the guidance of the staff for the purpose of planning and carrying out a program of self-improvement.

Sessional Records

Sessional records include the records of term examinations, oral and written class tests and practical work. The general attitude of the student to his work, his adaptability to teaching, and the probability of his future success as a teacher will be taken into consideration in determining his sessional standing.

A student, on the recommendation of the staff, may be exempted from writing the final examination in any examination subject taken at a teachers' college operated by the Department of Education, provided that he obtains at least 66 per cent of the marks assigned to that subject on the sessional records.

Final Standing

To qualify for an Interim Elementary School Teacher's Certificate, a candidate must obtain standing of at least 60 per cent in practice teaching and pass or be recommended in the final examination papers in Group 1 and Group 2.

The five final examination papers in Group 1 and Group 2 of the one-year course will be prepared by the staff of each teachers' college operated by the Department and will be written during the last two weeks of the third term on the dates and at the hours set by the Department.

The maximum number of marks for each examination subject will be 200, of which 100 will be allowed for the sessional record and 100 for the final examination.

One-year Course

The five final examination papers of the one-year course offered by teachers' colleges operated by the Department of Education shall be those indicated in Group 1 and Group 2.

A candidate in the one-year course who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Group 1 and Group 2, and who obtains pass standing in practice teaching shall, on the recommendation of the staff, be granted an Interim Elementary School Teacher's Certificate.

A candidate enrolled in the Intermediate Home Economics Certificate Course, the Elementary Vocal Music Course, Type B, or the French Course who passes in practice teaching in his optional subject and obtains at least 60 per cent of the marks at the final examination will be issued a certificate in the optional subject, provided that he qualifies for an Interim Elementary School Teacher's Certificate.

A candidate otherwise qualified who fails in not more than two of the final examination subjects of the one-year course and who passes in practice teaching may write supplementary examinations during August 1972 on the dates and at the hours set by the Department of Education.

A candidate in the one-year course who fails in practice teaching, or who passes in practice teaching but fails in one or more final examination subjects of Group 1 and Group 2, or in any supplementary examination written in August 1972, will not be re-admitted to a teachers' college.

Appeals

Provided he has passed in practice teaching, a candidate who attended a teachers' college operated by the Department of Education and failed in one or more examination papers may have his case reconsidered if, within two weeks after the announcement of the results, his appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister of Education, accompanied by a fee of $2 per paper made payable to The Treasurer of Ontario. The letter of appeal, including the fee, must be mailed to: Department of Education, Head Cashier, P.O. Box 560, Station F, Toronto. The fee will be returned to the candidate if the appeal is sustained.

In the case of August supplementary examinations, an appeal will not be granted.

Certificates

Candidates Holding an Interim High School Assistant's Certificate

A candidate who holds an Interim High School Assistant's Certificate may qualify for an Interim Elementary School Teacher's Certificate by attending a teachers' college for the January to June term and by passing in practice teaching and in the final examinations in Group 1 and Group 2 of the one-year course.

Candidates Holding a Permanent Primary School Specialist's Certificate

A candidate who holds a Permanent Primary School Specialist's Certificate may qualify for an Interim Elementary School Teacher's Certificate by passing the final examinations in Group 1 and Group 2 of the one-year course.

Permanent Certificates

The requirements for proceeding from an Interim Elementary School Teacher's Certificate to a Permanent Elementary School Teacher's Certificate are outlined in Circular 614, Memorandum re basic teaching certificates valid in elementary schools, a copy of which may be obtained from the Deputy Minister of Education, Queen's Park, Toronto.

Courses of Study

One-year Course

Group 1 Foundations of Education

Philosophy in Education — A preliminary study of the philosophical background of modern educational problems aimed at encouraging the student to think critically about contemporary theories and issues in education.

Psychology in Education — A preliminary study of child growth and development, the learning process, and their implications for the elementary school teacher.

Group 2 Curriculum

Administration — A study of the role of the teacher and his relationship with pupil, school and society: the Ontario educational system, school laws and regulations; administration of classrooms; grouping of pupils; maintenance of school records; relationships with employers, supervisory personnel, colleagues, parents and community agencies; educational and professional organizations; the teacher's professional growth.

Teaching Methods — A critical examination of those teaching procedures which apply to all aspects of the curriculum:

Elements: teacher preparation and planning, motivation and rapport, timing and sequence, questioning, consolidation, pupil records;

Procedures: development of skills, knowledge, appreciations, attitudes; induction-deduction, discussion, drill, review, project and enterprise, field trip and excursion, research, discovery, programmed learning;

Resources: use of audio-visual materials, traditional and modern;

Evaluation: testing, diagnostic and remedial procedures;

Integration of the Curriculum.

Construction and Content — A more detailed study of the aims, scope, content, sequence and construction of the following subjects of the curriculum of the primary, junior and intermediate divisions of the elementary school, with special emphasis on curriculum building, unit planning, flexibility of methods to meet the interests and needs of individual children; methods and materials particular to each subject.

English: development of the interrelated skills of speaking, listening, writing and reading with particular emphasis on current practices in beginning reading; individual differences in reading ability; the development of appreciation and taste for literature; contemporary resources in children's verse, fiction and non-fiction; creative and utilitarian writing; handwriting; spelling, usage and grammar as functions of children's needs in communication.

Mathematics: the underlying structures and unifying principles of mathematics and the development of children's basic mathematical concepts; an investigation of current teaching approaches which link mathematical understanding to child development.

Social Studies, History and Geography: development of children's understanding of man's relationship with his environment in the past and present, particularly his relationship with his fellow men; insight into other cultures; understanding of privileges and responsibilities of citizenship; awareness of current local, national and international problems.

Science: development of an expanding curriculum based upon each child's direct contact with selected materials in his environment; the provision of individual and group learning experiences inside and outside the college in discovering and applying scientific data and principles.

Art: the philosophy and characteristics of contemporary art education; the development of child growth in art; experience with varied two and three-dimensional media; appraisal of children's art; acquaintance with the community's art resources.

Music: development of the child's growth in music; teaching by rote and by note; experience in ear-training, sight singing, part-singing, and conducting; development of music appreciation; familiarity with suitable song material.

Health: planning experiences to develop the child's concept of healthful living; helping to create healthful classroom, school, home and community environments.

Physical Education: activities to provide for the child's physical growth and development; experiences as participant and leader in games, dance and gymnastics; selecting, ordering and maintaining equipment; safety procedures; co-curricular program.

Group 3

Library Services — An examination of the facilities of the teachers' college library; the functions of the elementary school library, the public library, and the travelling library.

Religious Education — A study of methods related to religious exercises and religious education in the public schools.

Religious Instruction — to be provided by local clergymen.

Note

For information concerning courses offered by the Faculty of Education, Lakehead University, or the Faculty of Education, University of Windsor, an applicant should write to the Dean of the appropriate college at the address given on page 12.

Part II

Calendar of the Sudbury Teachers' College

General Information

Courses

Two courses will be offered during the college year 1971-72 at the Sudbury Teachers' College. Each course will lead to a certificate valid for teaching for five years in elementary school classrooms attended by French-speaking pupils where both English and French are used as languages of instruction in various subjects of the courses of study. These courses are:

1 a one-year course, for applicants who hold the required grade 13 or equivalent standing, leading to an Interim Elementary School Teacher's Certificate;

2 the second year of the two-year course leading to an Interim Elementary School Teacher's Certificate. The first year of the two-year course will not be offered after the 1970-71 college year; the second year will not be offered after the 1971-72 session.

Courses for the preparation of French-speaking elementary school teachers are also offered at the University of Ottawa.

For information, write to:
Associate Dean,
Teacher Education Section,
Faculty of Education,
University of Ottawa,
Ottawa.

Conditions of Admission

In September, 1971, for admission to the one-year course leading to an Interim Elementary School Teacher's Certificate, the minimum academic requirement is standing in seven grade 13 credits, or equivalent standing, including English and français, with an average of at least 60 per cent.

The following three-hour grade 13 examinations, if written successfully, will each count as two credits: English, anglais, français, French, German, Greek, Italian, Latin, Russian, Spanish, mathematics A and mathematics B. The following grade 13 examinations, if written successfully, will each count as one credit: history, geography, algebra, geometry, trigonometry and statics, mathematics of investment, physics, chemistry, biology, botany, zoology, accountancy practice, secretarial practice, music, art, and the composition, authors, or literature part of a paper written prior to 1966. An applicant may not claim more than

two credits for standing in any one language, more than two credits for any combination of botany, zoology, and biology, or more than three credits for standing in mathematics.

In lieu of grade 13 standing required, an applicant may submit evidence of successful completion of the pre-university year of the University of Ottawa or the preliminary year of Laurentian University, Sudbury, provided that the university program includes a full course in each of français and English or anglais.

Other Requirements

For other requirements for admission to the teachers' college, applicants are referred to Part I of this Calendar, page 14.

Programs of Study

One-year Course

During the college year 1971-72, the program of studies for the one-year course shall be:

Group 1 Foundations of Education: Philosophy in Education; Psychology in Education.

Group 2 Curriculum: Administration; Teaching Methods; Construction and Content.

Group 3 Library Services, Religious Instruction.

Group 4 Directed observation and practice teaching in elementary schools.

Two-year Course, Second Year

The program of studies for the two-year course, second year, shall be:

Group 1 Academic Subjects: français, English, one of history, geography, Latin not taken in the first year.

Group 2 Foundations of Education: Philosophy in Education; Psychology in Education.

Group 3 Curriculum: Administration; Teaching Methods; Construction and Content.

Group 4 Audio-visual Education, Religious Instruction.

Group 5 Directed observation and practice teaching in elementary school classrooms.

To obtain an Interim Elementary School Teacher's Certificate, a candidate must pass in practice teaching, achieve standing in all professional subjects, and obtain at least seven academic credits.

Concurrently with the study of methods, there will be a review from the standpoint of pedagogy of the content of the subjects of the primary and junior divisions, and of grades 7 and 8 of the intermediate division. While detailed treatment of the work of the kindergarten and of grades 9 and 10 will not be required, attention will be directed to the place of the kindergarten in the educational system, and to the scope and objectives of the intermediate division as a curriculum unit.

Directed observation and practice teaching for each student will be arranged as far as practicable to include experience in classrooms in the various divisions of the elementary school. Observation and practice teaching in grades 9 and 10 will not be required.

Students who show a marked deficiency in scholarship or skills, or whose practice teaching may be affected by adverse personality factors, will be organized into groups under the guidance of the staff for the purpose of planning and carrying out a program of self-improvement.

Sessional Records

Sessional records include the records of term examinations, oral and written class tests, and practical work. The general attitude of the student to his work, his adaptability to teaching, and the probability of his future success as a teacher will be taken into consideration in determining his sessional standing.

A student, on the recommendation of the staff, shall be exempted from writing the final examination in any examination subject, provided that he obtains at least 66 per cent of the marks assigned to that subject on the sessional records.

Final Standing

To qualify for an Interim Elementary School Teacher's Certificate, a candidate must obtain a standing of at least 60 per cent in practice teaching and pass or be recommended in the final examination papers.

The final examination papers in Group 1 and Group 2 of the one-year course and in Groups 1, 2, and 3 of the two-year course, first and second years, will be prepared by the staff of the teachers' college and will be written at the end of the third term on the dates and at the hours set by the Department of Education.

One-year Course

The five final examination papers of the one-year course shall be in the subjects of Groups 1 and 2.

The maximum number of marks for each examination subject will be 200, of which 100 will be allowed for sessional records and 100 for the final examination.

A candidate who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Group 1 and Group 2 and who obtains pass standing in practice teaching, shall, on the recommendation of the staff, be granted an Interim Elementary School Teacher's Certificate.

A candidate otherwise qualified who fails in not more than two of the final examination subjects of the one-year course and who passes in practice teaching may write supplementary examinations during August, 1972.

A candidate in the one-year course who fails in practice teaching, or who passes in practice teaching but fails in one or more final examination subjects of Groups 1 and 2, or in any supplementary examination written in August, 1972, will not be re-admitted to a teachers' college.

Two-year Course, Second Year

A candidate who was admitted conditionally to the second year of the two-year course must obtain standing in the subjects of the first year in which he failed.

The final examination papers of the second year of the two-year course shall be in the subjects of Groups 1, 2 and 3.

A candidate in the second year of the two-year course who is otherwise qualified and who at the final examination obtains 60 per cent of the marks in each of the examination subjects of Groups 1, 2 and 3 and who obtains pass standing in practice teaching shall, on the recommendation of the staff, be granted an Interim Elementary School Teacher's Certificate.

A candidate otherwise qualified who fails in not more than two of the final examination subjects of the two-year course, second year, and who passes in practice teaching may write supplementary examinations during August, 1972, on the dates and at the hours set by the Department of Education.

A candidate in the two-year course, second year, who fails in practice teaching, or who passes in practice teaching but fails in one or more final examination subjects of Groups 1, 2 and 3, or in any supplementary examination written in August, 1972, will not be re-admitted to a teachers' college.

Appeals

A candidate who has passed in practice teaching but has failed in one or more examination papers may have his case reconsidered if, within two weeks after the announcement of the results, his appeal, with a statement of the grounds on which it is based is lodged with the Deputy Minister of Education, accompanied by a fee of $2.00 per paper, made payable to the Treasurer of Ontario. The letter of appeal, including the fee, must be mailed to: Department of Education, Head Cashier, P.O. Box 560, Station F, Toronto. The fee will be returned to the candidate if the appeal is sustained.

Additional Information

For information regarding opening and closing dates of the teachers' college year, application for admission, board and lodging, duties of students, X-ray, medical examination, student organizations, etc., reference should be made to Part I of this Calendar.

One-year Course

Group 1 Foundations of Education

Philosophy in Education — A preliminary study of the philosophical background of modern educational problems aimed at encouraging the student to think critically about contemporary theories and issues in education.

Psychology in Education — A preliminary study of the child's growth and development, the learning process, and their implications for the elementary school teacher.

Group 2 Curriculum

Administration — A study of the role of the teacher and his relationship with pupil, school and society: the Ontario educational system, school laws and regulations; administration of classrooms; grouping of pupils; maintenance of school records; relationships with employers, supervisory personnel, colleagues, parents and community agencies; educational and professional organizations; the teacher's professional growth.

Teaching Methods — A critical examination of those teaching procedures which apply to all aspects of the curriculum:

Elements: teacher preparation and planning, motivation and rapport, timing and sequence, questioning, consolidation, pupil records;

Procedures: development of skills, knowledge, appreciation, attitudes; induction-deduction, discussion, drill, review, project and enterprise, field trip and excursion, research, discovery, programmed learning;

Resources: use of audio-visual material, traditional and modern;

Evaluation: testing, diagnostic and remedial procedures;

Integration of the Curriculum.

Construction and Content — A more detailed study of the aims, scope, content, sequence, and construction of the following subjects of the curriculum of the primary, junior and intermediate divisions of the elementary school, with special emphasis on curriculum building, unit planning, flexibility of methods to meet the interests and needs of individual children, methods and materials particular to each subject:

français: development of the interrelated skills of speaking, listening, writing and reading with particular emphasis on current practices in beginning reading, individual differences in reading ability; the development of appreciation and taste for literature; contemporary resources in children's verse, fiction, and non-fiction; creative and utilitarian writing; handwriting; spelling, usage and grammar as functions of children's needs in communication.

English: development of the interrelated skills of speaking, listening, writing and reading of English as a second language with particular emphasis on current practices in beginning reading; individual differences in reading ability; the development of appreciation and taste for literature; contemporary resources in children's verse, fiction, and non-fiction; creative and utilitarian writing; handwriting; spelling, usage and grammar as functions of children's needs in communication.

Mathematics: the underlying structures and unifying principles of mathematics and the development of children's basic mathematical concepts; an investigation of current teaching approaches which link mathematical understanding to child development.

Social Studies, History and Geography: development of children's understanding of man's relationship with his environment in the past and in the present, particularly his relationship with his fellow men; insight into other cultures; understanding of the privileges and responsibilities of citizenship; awareness of current local, national and international problems.

Science: development of an expanding curriculum based upon each child's direct contact with selected materials in his environment; the provision of individual and group learning experiences inside and outside the college in discovering and applying scientific data and principles.

Art: the philosophy and characteristics of contemporary art education; the development of child growth in art; experience with varied two and three-dimensional

media; appraisal of children's art; acquaintance with the community's art resources.

Music: development of the child's growth in music; teaching by rote and by note; experiences in ear-training, sight singing, part-singing, and conducting; development of music appreciation; familiarity with suitable song material.

Health: planning experiences to develop the child's concept of healthful living; helping to create healthful classroom, school, home and community environments.

Physical Education: activities to provide for the child's physical growth and development; experiences as participant and leader in games, dance and gymnastics; selecting, ordering and maintaining equipment; safety procedures; co-curricular programs.

Group 3

Library Services — An examination of the facilities of the teachers' college library, the functions of the elementary school library, the public library, and the travelling library.

Religious Instruction

Two-year Course, Second Year

Group 1 Academic Subjects

Français — French language and literature at grade 13 or pre-university year level.

English — grade 13 or pre-university year level.

History — grade 13 or pre-university level.

Geography — grade 13 or pre-university year level.

Latin — grade 13 or pre-university year level.

Details of the above academic courses will be supplied by the principal of the teachers' college.

Group 2 Foundations of Education

Philosophy in Education — see group 1 of the one-year course, page 21.

Psychology in Education — A preliminary study of the learning process and its implications for the elementary school teacher.

Group 3 Curriculum

Administration — see group 2 of the one-year course, page 30.

Teaching Methods — see group 2 of the one-year course, page 30.

Construction and Content — see group 2 of the one-year course, pages 31 and 32, français, English, Mathematics, Music, Health.

Group 4

Audio-visual Education — Program will be provided by the master concerned.

Religious Instruction

Part III

Calendar of the Primary School Specialist Certificate Course

General Information

Locations

A one-year course leading to an Interim Primary School Specialist's Certificate valid for teaching for five years in junior and senior kindergartens and grades 1 and 2 of the elementary schools of Ontario will be offered at the following centres provided that the number of applicants justifies the establishment of the course:

Hamilton Teachers' College
1400 Main Street West,
Hamilton 15

Ottawa Teachers' College,
195 Elgin Street,
Ottawa

Toronto Teachers' College,
951 Carlaw Avenue,
Toronto 6

Conditions of Admission

For admission to the Primary School Specialist Certificate Course, the applicant shall submit with her application evidence of one of the following:

(a) a university degree approved by the Minister of Education;

(b) one year beyond Grade 13 in an academic degree program at an accredited university (a minimum of five full-credit university courses) and an Interim or Permanent Elementary School Teacher's Certificate, or an equivalent Letter of Standing.

If the applicant has not formerly attended a teachers' college, she should also submit her birth certificate and evidence that she is a Canadian citizen or has the status of a landed immigrant.

Application Forms

Application forms for admission to the Primary School Specialist Certificate Course may be obtained from the principal of the college concerned after April 1. The application form should be returned to the principal before July 15, with certificates of birth and academic standing.

An admission card will be sent to each applicant who meets satisfactorily the requirements outlined in the official application form. The card should be taken by the applicant to the teachers' college when she reports on opening day.

Sessions, Terms, Vacations, Duties of Students, Financial Aid, etc.

For information regarding these matters, applicants are referred to Part I of this Calendar.

Program of Study

The program of study for the course leading to the Interim Primary School Specialist's Certificate shall be as follows:

Group 1 Foundations of Education: Child Growth and Development; Education of Young Children; The Child and Society. Curriculum: Curriculum Development; Strategies for Teaching.

Group 2 Library methods; methods in religious education; religious instruction.

Group 3 Directed observation and practice teaching in junior and senior kindergarten and grades 1 and 2 of the elementary schools.

Sessional Records

Sessional records will include the records of term examinations, oral and written class tests, and practical work. The general attitude of the student, her adaptability to teaching, and the probability of her future success as a teacher will be taken into consideration in determining her sessional standing.

A student who, in any examination subject, obtains 66 per cent of the marks assigned to the subject on the sessional records may, on the recommendation of the principal and staff, be exempted from the final examination in that subject.

Final Standing

The final examination papers in Group 1 of the course will be prepared by the staff of the teachers' college and will be written during the last two weeks of the third term on the dates and at the hours set by the Department of Education. The five final examination

papers shall be as follows: Child Growth and Development; Education of Young Children; The Child and Society; Curriculum Development; and Strategies for Teaching.

The maximum number of marks for each subject shall be 200 of which 100 shall be for the sessional record and 100 for the final examination. The maximum number of marks for practice teaching shall be 1000.

Where a student otherwise qualified obtains at least 600 marks in practice teaching, and, for each examination subject, is either exempted from writing the final paper on the basis of term work or obtains a total of 120 marks for the sessional record and the final examination, she shall be granted an Interim Primary School Specialist's Certificate.

A candidate otherwise qualified who fails in not more than two of the final examination subjects of the Primary School Specialist's Certificate Course and who passes in practice teaching may write supplementary examinations during August, 1972, on the dates and at the hours set by the Department of Education.

A candidate in the Primary School Specialist's Certificate Course who fails in practice teaching, or who passes in practice teaching but fails in one or more final examination subjects, or in any supplementary examination written in August, 1972, will not be readmitted to a teachers' college.

Appeals

Provided that she has passed in practice teaching, a candidate who has failed in one or more examination papers may have her case reconsidered if she submits an appeal with a statement of the grounds upon which it is based, accompanied by a fee of $2 per paper, made payable to the Treasurer of Ontario, to the Deputy Minister of Education, within two weeks after the announcement of the examination results. The letter of appeal, including the fee, must be mailed to: Department of Education, Head Cashier, P.O. Box 560, Station F, Toronto. The fee will be returned to the candidate if the appeal is sustained.

In the case of August supplementary examinations an appeal will not be granted.

Permanent Certificates

An Interim Primary School Specialist's Certificate may be exchanged for a Permanent Primary School Specialist's Certificate after completion by the candidate of two years of successful teaching, subsequent to the date of the Interim Certificate, in junior or senior kindergarten or in grade 1 or 2 of an elementary school. Such successful teaching must be duly certified by the supervisory official concerned. An application form for a Permanent Certificate may be obtained on request from the Deputy Minister of Education, Queen's Park, Toronto.

Foundations of Education
(approximately six hours per week)

Child Growth and Development

An integrated study of development, learning and mental health of young children, including observations of their behaviour in educational settings in order to develop skills in analysis and interpretation.

Education of Young Children

An overview of historical and philosophical background of modern practice in the education of young children in order to develop critical thinking about current issues and innovations.

The Child and Society

A study of the social, economic, and political factors affecting early childhood in Ontario. This course will focus attention on the child as a member of society and will consider interactions among the child, the family, the school and the community. A study of relevant educational legislation will be included.

Curriculum
(approximately 15 hours per week)

Curriculum Development

A detailed study of the role of the teacher in planning the construction and content of modern curricula for young children. The aim of the course is to help students become competent in selecting, organizing, and guiding the experiences of young children. Concurrent studies of child growth and development, educational psychology, and the school and community will provide essential background understandings of the child, learning theories, and the role of the teacher.

Strategies for Teaching

A critical study of the role of the teacher in implementing and evaluating curricula for young children. The course will include an overview of major teaching strategies, and, where applicable, a study of methodologies specific to particular branches or subjects of the curriculum. Students will consider procedures for pupil orientation and evaluation, parent-teacher relations, lesson and unit structures, health and safety factors, and current practices used in providing young children with appropriate experiences in language (listening,

speaking, reading, writing and literature), mathematics, science, music, art, physical activities, social studies, and social learnings.

Practice Teaching

Concurrent with studies in Curriculum Development and Strategies for Teaching, practical experiences in teaching children of ages three to eight years. Students will be under the guidance of College personnel and cooperating resident teachers for a minimum of twelve weeks distributed throughout the College year.

Library Services

The teachers' college library; use of card catalogues, indexes, reference books, periodicals and picture files; the function of the library in the elementary school; the relation of the school to the community or public library; the travelling library, selection and purchase of books; library records.

Development of children's literature; guiding the child's reading programs; modern trends in text illustration, and format of children's books.

Religious Education

A study of methods related to religious exercises and religious education in the public schools.

Religious Instruction

Religious instruction for students will be provided by local clergymen of the different denominations.